

Budget and Planning Committee Minutes

Thursday, November 15th, 2018
10:00 –11:30 AM

Student Health Center, Conference Room (HCCR)

I. Call to order 10:05 am

- Attendees: B. Street (chair), A. Schmidt, J. Kegley, M. Martinez, J. Zorn (ex-oficio), R. Dean, A. Hedge, A. Grombly, A. Lauer, C. Lam, D. Boscini (ex-oficio)
- Guests: D. Knepp, B. Frakes, T. Salisbury, A. Nuño, AAC,

II. Approval of Minutes

- Minutes from 11/01/18 meeting
 - o Motion: J. Kegley, 2nd: A. Hedge

III. Announcements and Information

- Discussion of preparation for meeting regarding Academic Calendar
- Budget Forum – December 5th, 330-430PM, Stockdale Room
 - o Moved to the Student Union MPU per ITS sound concerns
 - o B. Street and T. Davis met to discuss this; T. Davis will discuss Budget Book. F. Gorham to discuss Questica. T. Davis is in Long Beach this week and Questica is one of the discussions.
 - o Discussion of when Questica will be available and why it isn't available to Senate yet. It should be ready Spring 2019.
 - o Budget Book should align with Questica
- Budget Cycle Calendar update
 - o B. Street and T. Davis have drafted a new draft of the diagram.
- Runner Hour Survey draft - [Runner Hour Survey](#)
 - o A. Schmidt and ASI have prepared a draft survey to gather student feedback on University Hour. Tentative release after Thanksgiving break. Asks for self-identification of campus affiliation, suggested time period, and a fill-in-the-blank.

- Suggestion to ask if respondents would be likely to utilize the University Hour.
- Need more clarification for students of what University Hour is; there is a spot at the top of that explains what this is. Also suggested to explain in terms of students not engaged in student life.
- Feedback: please forward to B. Street and/or A. Schmidt. New draft to follow.
- Joint BPC and AAC meeting to discuss the INST department proposal
- Dr. Dustin Knepp will join our meeting to respond to questions developed from BPC and AAC (**time certain 10:30 AM**)

IV. Approval of Agenda

V. Old Business

1. Referral 07 Interdisciplinary Studies Department Formation Proposal
 - a. D. Knepp provided background and context: Director of INDS was created a few years ago
 - b. INDS common practice for 30 +/- years. It's an option for students who want to create their own degree plan
 - c. Current proposal is to bring to fruition efforts of many people over time. NEH grant to investigate how INDS and individual programs would look like.
 - i. Looked at best practices, curriculum, and areas of study
 - d. Dr. Mitchell was leading CSU taskforce on Ethnic Studies concurrently with NEH grant
 - e. Two years ago, President Mitchell and Provost committed to directors for the individual INDS programs. In addition, and in response to CSU recommendation, two Ethnic Studies faculty were hired.
 - f. How do we serve the students in these programs and house these faculty? House General Studies majors: INDS and Liberal Studies non-teaching track (this was created in preparation for Q2S).
 - g. Creates tracks for Ethnic Studies, WGSS, and Film Studies. Also brings together Master's of INDS. Serves student and faculty needs.

- h. On the Academic Master Plan to now propose new BA programs in WGSS, Latino/a Studies, and African-American Studies.
- i. Students: 26 INST majors, 150 LBST general track majors of the 700-800 total LBST students. LBST teaching and general tracks are very different and have different student demographics. 67% of LBST general track students are student athletes. LBST advisors work a lot with athletics.
- j. Advising: LBST general track students don't have much faculty advising; they work with staff advisors, but under INDS they will have a mix of staff and faculty advisors.
- k. Worked with B. Frakes and S. Bacon to discuss advising load so that it is line with the loads of other programs.
- l. Questions about Latino/a Studies: in MLL there is low enrollment and the department is no longer part of the GE program. Would it be possible for Latino/a Studies to be in MLL. This isn't about the curriculum because that degree program has not yet been proposed. Further discussion about the issues between MLL and INDS in the current setup. MLL majors have doubled in the last few years even though GE changes have impacted class size.
- m. Is there student feedback from LBST majors moving from the large program to the INDS department? There are LBST general track who pursue education in post-bac education. There were meetings last year including advisors, E. Case, and feedback from advisor/advisee discussions about the change. Most of the LBST general track students prefer INDS because it provides them more flexibility based on the school requirements. It may be something that changes in the future. Some students are already making the change, especially in CSUB AV. May be other concerns from advisors that have not been addressed to D. Knepp.
- n. Will LBST have to specify tracks in INDS. In INDS, tracks are recommendations. These are predesigned for students who have an

interest in these areas, but INDS allows students to craft their own degree based upon their own interests. Students will still have the option to craft their own program, including opting to take EDUC classes.

- o. Talking about the formation of the department. Every department and unit has the freedom to create programs that they believe are needed. This discussion isn't about the programs offered but the creation of the department.
- p. In LBST, some of these students haven't been committed to EDUC in this point of their academic career. Once these LBST and INDS programs are in different schools, there may be trouble with students switching majors.
- q. We have programs that share departments across campus because of resource constraints. We need to focus on the differences between the department and programs. Many of the resources for this department have already been allocated: director/chair and faculty are in place. Library resources need to be dedicated regardless of whether there is a department or not.
- r. Duplication of effort: Film Studies and the addition of new faculty. COMM, ENGL, and ART has the courses. Hiring Film Studies in INDS takes away from the faculty already hired on campus who teaches these courses. No immediate plans to hire in this area. There is already a faculty in INDS who teaches/studies within this area. There are a number of faculty who teach within Ethnic Studies across campus, but there is not yet a full program to unify and support the interconnection of these faculty's course offerings. INDS is not looking to replace or take over Film Studies and has no plans to add new faculty.
- s. Is this something students would choose to come to CSUB for, and would this provide for student success. How will this impact already hindering advising practices? Having a department location is an aid to

student success because students have an actual place to go to get advising and assistance. The areas covered by INDS are vital to student programs. There are protests at CSU, Northridge for instance, because some of these programs have been taken away. This is an important option or resource for our students.

- t. Resources and governance: if the INDS is created, what will be the administrative structure of this given a chair and four directors. The chair would have to be elected from the faculty in the department. The coordinators/directors support the development of the curriculum for the immediate future. They also provide a touchpoint for work with student groups, campus events, and community programming or engagement. Will the coordinators be faculty in the department? There will be faculty from other departments that are affiliated with the programs. There will be 150 unique degree plans and advising, so the coordinators will be focusing there.
- u. The programs will continue whether the department is created or not. Each coordinator gets 6 WTU release. Right now, they are actually only getting 3 WTU (one course release) and are teaching. For instance, if a faculty wants to teach in INDS, they get 3 WTU for their department to teach in INDS. It still costs the University 6 WTUs because there's the class being taught in the home department and the class being taught in INDS.
- v. Students identify with a program rather than the a department. The director promotes the program and provides the advising. The director gets one course release for advising and running the program. It is not always necessary to create a department to run programs, but at the same time, in a department, there shouldn't need to be as much course release time to support programs with the support resources of a department.

- w. The WTU/course release language in the budget portion of the proposal is not clear in terms of cost. It assumes that both classes are full and that enrollment covers the cost of the course release time.
- x. PLSI had a Global Intelligence and National Security program that looked very promising, but there is a lot of startup work involved. There are needs for programs like this, and based on the projected costs, we are getting off cheap. If there is one place to send students to be more flexible with concentrations and minors. Other programs, like Political Economy or Global Intelligence and National Security, could also live here.
- y. The group likes the idea of strengthening support for these programs, but there are still speedbumps. Projected cost for the budget, is this an annual projected cost. Discussion of where the budget costs came from and the need for initial investment and ongoing costs for faculty and other things like library resources.
- z. Programs like this are usually housed together until they can be self-supporting as a department. Right now, we need the support for these programs to build these up.
- aa. Advisors questions will always generate contradicting feedback. Maybe there needs to be a survey of students in LBST on how they feel about it. Right now, these students do not have a home department. They only have a program director.
- bb. Not at a point to make a decision. We are still conflating the programs and the department. It is the job of the director to recruit and support the program. This may or may not be an incubator department. The future is in cross-disciplinary programs. We need a department where they can go to do this. Many LBST students feel lost. Students get irritated with being run in circles. If there were a home, students would have fewer roadblocks.
- cc. The financial argument is that we have faculty providing more administrative support than instruction. The programs need strong

directors to support them; the department is not necessary if the director is promoting and adequately supporting the program.

- dd. In LBST, students have advisors and they are happy with that. The course release time in the INDS is overly generous considering the course release time existing faculty get for the same work in other programs and departments. There are some times where there is too much assigned time and other times when it's needed and not granted.
- ee. To support a program, it takes a lot of time. There is a lot of work involved in working with students and reporting. There are workload issues across campus related to assigned time. Can assigned time be given out based on number of students? This is a campus-wide workload issue. This is a core issue with the proposal with regards to equity.
- ff. Breadth of knowledge in humanities may prevent departments from fitting some of these programs in with expertise. Equity for better promoting and supporting WGSS and Ethnic Studies. Given our environment, we need to be emphasizing equity: providing extra support to areas that need it at a specific time. Faculty teaching these courses may need extra support right now to teach these courses.
- gg. Student feedback needs to be included here.
- hh. Not all departments are able to hire the faculty they need to run some of these programs. It is concerning that a new department would be formed which would offer a program that would logically be housed in a department that has traditionally offered the courses in the program because there has not been the resources to build the program in the originating department.
- ii. Right now, there is a department chair running a department and all of the programs under INDS. If this becomes a new department, does the assigned time still need to be there if there is a department chair? Give feedback on assigned time and program coverage instead of voting it up or voting it down. Identify the speedbumps in the feedback.

- jj. Logistically, we vote on what is presented. We provided the feedback last year, but it has not changed. What happens to department sovereignty over existing INDS classes? How should we proceed in providing feedback and crafting a resolution.
- kk. There needs to be better organization and marketing; this does not need to be a department. We need student feedback, but they need a clear explanation of what this means for them, and we need to understand how they feel for it.
- ll. Request revise and submit and a survey at the same time. The major issue is equity.

- 2. Referral 09 University Hour
- 3. Discussion on the priority for \$1 million University funds

VI. New Business

- 4. Referral # 012 Academic Calendar 2019-2020
 - a. Things we want to think about:
 - i. B. Street and J. Zorn to coordinate invitation to related parties
 - ii. 180 working days must be included; begins with when Faculty are due on campus until when grades are due
 - iii. Number of times the classes meet for unit counts, include holidays, etc.
 - iv. Exam times need to be scheduled out over 4-5 days
 - v. Break between class sessions, 1-3 days
 - vi. There are fifteen weeks even with two Mondays off. The only place we really have flexibility with the number of days between exams and days to grade. Also need to consider the use of reading days. Need a longer exam period than 3 days for schedules of 5 classes per term. Grading issues for term papers are also a consideration. In some years, we have had 14 days for some classes. Where should the compromise be?

- vii. We've done events on Saturdays. What if grades are due on a Saturday? It depends on faculty work days and contract language.
- viii. Send additional ideas to B. Street and he will work with J. Zorn to begin organizing.

VII. Adjourn 11:50 am